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ABSTRACT

Intended for students taking the Grade 12 Diploma Examination in English 30 in Alberta, Canada, this test contains (1) general instructions, (2) two minor assignments consisting of literature readings about which the student must write a personal response, and (3) a major assignment requiring students to show how the authors they studied in senior high school English classes illustrate ideas through setting, character, and/or events. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (EL)

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GRADE 12 DIPLOMA EXAMINATION

English 30

Part A: Written Response

January 1985

Alberta
EDUCATION

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GRADE 12 DIPLOMA EXAMINATION
ENGLISH 30

PART A: Written Response

GENERAL INSTRUCTIONS

This examination consists of THREE assignments. Read the **WHOLE** examination before you begin to write. Follow instructions carefully. Complete **ALL** assignments.

TOTAL TIME: 2½ hours
Budget your time carefully.

The three assignments are as follows:		Page Number
MINOR ASSIGNMENT ONE:	Personal Response Suggested time: 15-20 minutes Value: 15% of this examination	4
MINOR ASSIGNMENT TWO:	Critical Response Suggested time: 15-20 minutes Value: 15% of this examination	8
MAJOR ASSIGNMENT:	Suggested time: 100-110 minutes Reserve 10 minutes for proofreading. Value: 70% of this examination	12

You may use a DICTIONARY and a THESAURUS.

Space is provided for PLANNING AND DRAFTING and for REVISED WORK.

Please write your revised work in blue or black ink.

DO NOT WRITE YOUR NAME ANYWHERE
IN THE TEST BOOKLET

JANUARY 1985

Directions

1. **Read "The Seed of Reality" and "The Judgment of the Birds" carefully and thoughtfully before you start the writing assignments.**

2. **Read Minor Assignments One and Two and the Major Assignment before you start any writing.**

Reading One

THE SEED OF REALITY

My father used to say:
"The best time of the year,
my son,
is breakfast."

It was his way of
praising God
for the daily miracle
of ever new and glorious beginnings.

This gem of morning brilliance
finds me above the old,
certainly above
egocentricity

and its inclinations
to bisect,
misunderstand and
obliterate.

Dear, dear old man,
thanks
for the seed of
reality.

For the song
of the meadowlark
is always
new.

Max von Hartmann

Reading Two

THE JUDGMENT OF THE BIRDS

The sound that awoke me was the outraged cries of the nestling's parents, who flew helplessly in circles about the clearing. The sleek black monster was indifferent to them. He gulped, whetted his beak on the dead branch a moment and sat still. Up to that point the little tragedy had followed the usual pattern. But suddenly, out of all that area of woodland, a soft sound of complaint began to rise. Into the glade fluttered small birds of half a dozen varieties drawn by the anguished outcries of the tiny parents.

No one dared to attack the raven. But they cried there in some instinctive common misery, the bereaved and the unbereaved. The glade filled with their soft rustling and their cries. They fluttered as though to point their wings at the murderer. There was a dim intangible ethic he had violated, that they knew. He was a bird of death.

And he, the murderer, the black bird at the heart of life, sat on there, glistening in the common light, formidable, unmoving, unperturbed, untouchable.

The sighing died. It was then I saw the judgment. It was the judgment of life against death. I will never see it again so forcefully presented. I will never hear it again in notes so tragically prolonged. For in the midst of protest, they forgot the violence. There, in that clearing, the crystal note of a song sparrow lifted hesitantly in the hush. And finally, after painful fluttering, another took the song, and then another, the song passing from one bird to another, doubtfully at first, as though some evil thing were being slowly forgotten. Till suddenly they took heart and sang from many throats joyously together as birds are known to sing. They sang because life is sweet and sunlight beautiful. They sang under the brooding shadow of the raven. In simple truth they had forgotten the raven, for they were the singers of life, and not of death.

Loren Eiseley

MINOR ASSIGNMENT ONE

Personal Response Assignment (Suggested time: 15 - 20 minutes)

In the poem "The Seed of Reality," the speaker lovingly thanks his father for an idea that has enabled him to live more positively. We can all identify someone who has given us something that is valuable yet intangible. Write about such a person and what you have gained from knowing him or her.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 6.

Minor Assignment One

Personal Response

REVISED WORK

There is additional space for Revised Work on page 7.

Minor Assignment One

Personal Response

PLANNING AND DRAFTING

Minor Assignment One

Personal Response

REVISED WORK

MINOR ASSIGNMENT TWO

Critical Response Assignment (Suggested time: 15-20 minutes)

The "Judgment of the Birds" suggests that life ultimately asserts itself over death. Show how the writer's use of contrasting images illustrates this idea.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 10.

Minor Assignment Two

Critical Response

REVISED WORK

There is additional space for Revised Work on page 11.

Minor Assignment Two

Critical Response

PLANNING AND DRAFTING

Minor Assignment Two

Critical Response

REVISED WORK

MAJOR ASSIGNMENT

Many literary works, like "The Seed of Reality" and "The Judgment of the Birds," suggest that humanity possesses a powerful will to survive and endure that ultimately asserts itself over the destructive forces in the world. Even literature that is tragic in outcome often serves to remind us that human beings must be "singers of life, and not of death."

Compare how the authors of two selections have illustrated the idea that the positive forces of life are reaffirmed despite conflicts with destructive or threatening forces. Show how the authors you have chosen illustrate their ideas through setting, character, and/or events. You must select from literature that you have studied in your senior high school English classes.

Before planning your composition, read the guidelines below. They are designed to help you select and organize ideas.

Guidelines for Writing

- **CHOOSE YOUR SELECTIONS CAREFULLY.** The selections you choose may be poems, short stories, plays, novels, or other literature or films **YOU HAVE STUDIED IN YOUR HIGH SCHOOL ENGLISH CLASSES.**

- **FOCUS YOUR COMPOSITION.** One way of establishing a focus might be to make brief reference to "The Seed of Reality" and/or to "The Judgment of the Birds."

- **PLAN YOUR COMPOSITION CAREFULLY.** Decide on an appropriate method of introducing, developing, and concluding your composition. Plan to support and develop your ideas with appropriate and specific detail. Although you are using two selections on which to base your composition, unify your ideas. Remember that a comparison may involve discussion of both similarities and differences. (Caution: DO NOT present a plot summary.)

- **REVISE AND PROOFREAD YOUR COMPOSITION CAREFULLY.**

Major Assignment

PLANNING

In the spaces below, provide the authors and titles of the literary selections you plan to use in your composition.

Identify the Author and Title (or Source) _____

Identify the Author and Title (or Source) _____

There is additional space for Drafting on even-numbered pages.

Major Assignment

PLANNING AND DRAFTING

Major Assignment

REVISED WORK

There is additional space for Revised Work on odd-numbered pages.

CREDITS

Max von Hartmann. "THE SEED OF REALITY" from 1980 Anthology of Magazine Verse & Yearbook of American Poetry. Reprinted with permission of the Publisher, Monitor Book Co., Inc., Beverly Hills, CA.

Loren Eiseley. "The Judgment of the Birds" from *The Immense Journey* (New York: Random House, Inc. © 1956), p. 308. Reprinted by permission of Random House, Inc.

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ENGLISH 30: PART A

(LAST NAME) (FIRST NAME)

NAME:

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ENGLISH 30: PART A

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